

Evaluation and impact measurement

How we can help

As part of the University of Cambridge, we have expertise in the design of effective evaluation programmes to measure the impact of change and help guide developments. We work closely with ministries of education, educational institutions and employers to investigate the effect of English language education initiatives. We can help you establish where you are, determine where you want to go and evaluate when you get there.

What we offer

Using our first-class research, reliable data, sound methodology, expert analysis and evidence-backed recommendations, we can help you make decisions around English language learning and teaching. We can support you with:

- monitoring and evaluating current standards
- providing guidance and support to improve learning outcomes
- improving teaching standards
- establishing quality assurance processes
- informing policymaking.

Studies will fall into four main scales depending on your research questions:

Small-scale study

The 'English in the Park' initiative by the Education Secretariat of Antioquia, Colombia, in 2015 is an example of a small-scale project we have delivered. It involved evaluating teaching practices and stakeholder attitudes, beliefs and perceptions from a sample of 250 students and 70 teachers. Our report served as a reference point for monitoring the effectiveness of the initiative and provided recommendations for its continuation.

Medium-scale study

We have also successfully delivered medium-scale projects, involving the collection of a much larger range of data, and developing the instruments to do so. One such research study looked into the effectiveness of a multi-phase Cambridge English Upskilling Programme targeting 1,000

students and 100 teachers. In addition to stakeholder perceptions, this involved analysis of test score data, classroom observations and comparisons of different factors that affect learning.

Large-scale study

Our study on the SCOPE programme in India is a large-scale impact study that took place a few years into the programme. Around 2,000 learners and 90 trainers participated in the study, which was conducted through several groups of research participants (learners, trainers, policymakers and employers) and various collection instruments (tests, questionnaires and interviews) across multiple locations.

Longitudinal study

A longitudinal impact study would involve the use of retrospective data – comparable data on the same constructs and the same/equivalent instruments, collected at different points in time. A longitudinal study can be small, medium or large scale, depending on its scope.

Key benefits for you

- As part of the University of Cambridge, we provide the advantage of a reputable, objective evaluation of impact
- We provide a research-based approach to help you capitalise on key strengths and mitigate risks to your initiatives
- Recommendations to support the development of initiatives to improve English language education
- A systematic way to analyse project cost and benefits

Case studies



Investigating the impact of Cambridge English Qualifications

Fomento de Centros de Enseñanza	Spain
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The Fomento group is a network of 35 single-sex schools catering for around 23,000 students across 11 regions of Spain. Since 1995, many Fomento schools have encouraged their students to take Cambridge English Qualifications on a voluntary basis, but in 2012 Fomento became the first Spanish school chain to formally introduce Cambridge English Qualifications into its official school curriculum. To assess the effect of this decision on all stakeholders, we launched an impact study in 2013 which examined the effect of our exams at primary and secondary levels, using questionnaires, interviews and focus group activities with both teachers and students.

Research began with an assessment of impact within teacher training at Villanueva University in Madrid – part of the Fomento group which delivers teacher training to both current and future Fomento teachers. We then investigated the effects on teaching practices of introducing Cambridge English Qualifications into the curriculum, with findings used to inform future teacher training at the university. The research measured impacts within Fomento schools by investigating stakeholder attitudes to, and perceptions of, Cambridge English Qualifications, and assessed the effect of these exams on issues such as learner and teacher motivation, learner progression and parental involvement.

Study findings were delivered in October 2014, and – given Fomento's single-sex model of education – may also be used to compare English language development between boys and girls, and compare the Fomento group's performance with co-educational models of language learning and teaching.

For more information on our English language consultancy, visit:

 cambridgeenglish.org/consultancy



Evaluation of the effectiveness of a reform programme

Abu Dhabi Education Council	United Arab Emirates
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The Education Council introduced a new bilingual language education programme in the school sector, and we were asked by one of their providers, the Centre for British Teachers (CfBT), to contribute to an evaluation of its effectiveness against strategic objectives. Underpinning principles of the reform programme included developing more active student involvement in learning and the provision of greater bilingual education.

Using a range of research methods such as focus group discussions, interviews, questionnaires, observations and document review, we conducted an impact study. This aimed to assess the impact of CfBT's bilingual provision in terms of students' learning progression and their active involvement in their learning, as well as the fostering of student-centred teaching practices.

The evaluation also looked at how the bilingual education provision affected students' understanding of content subjects, their proficiency in both Arabic and English as a foreign language and students' behaviour, discipline and relationships with peers and teachers. The extent to which the bilingual programme fostered maintenance of national identity and students' own heritage was also assessed.

The study focused on Grade 4 students, teachers, school principals and parents from eight schools. The evaluation was overall positive, with success stories including improved English language proficiency of learners and an increase in student-centred teaching practices, as well as an increase in collaborative working amongst teachers. School principals and teachers saw these key changes as being a direct result of the programme.

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